

**DT Topic Plan and Coverage Overview**

In Early Years DT is particularly linked to Expressive Art and Design (EAD) and we use EYFS Development matters 'Non-statutory curriculum guidance for the Early Years Foundation stage' as guidance

**Expressive arts and design (EAD)**

In order to support learning in EAD and all other areas we prioritise the **Characteristics of Effective Learning** to enable them to build key skills for the future and support staff in planning appropriately for their individual needs and abilities. These are: **playing and exploring** – children investigate and experience things, and 'have a go'; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning across all areas.

**Prior Knowledge for reception**

**Nursery:**

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.

**Reception:**

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources

**ELG 16 Creating with materials**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Once upon a rhyme	Rumble in my Tummy	When I grow up	Jack and the Beanstalk	Hungry Caterpillar	Bear hunt
Threading and Cutting	Cutting	Creating and improving using junk models	Joining pipe cleaners, hold punchers	Designing mini-beasts/ obstacle course and using their plans to create and improve	Folding and joining selo tape/ masking tape/staplers etc for 3 bears and crowns
Connecting and joining construction kits	Cooking- mixing, pouring, stirring, spreading	Creating healthy biscuits	Creating towers that are stable and improving		
Create spiders for Incy Wincy rhyme using threading techniques	Develop their small motor skills such as cutting so they can use a range of tools competently and safely-Food collage	Design and build an obstacle course planning and improving and evaluating	Learning joining skills by connecting leaves with Split pins/ pipe cleaners and hole punches to make a beanstalk	Using food to create insects Creating mini-beast hotels Designing their own mini-beasts using joining. Can you make it move?	Superheroes- Supertato designs Superhero crowns
Design a Wall for Humpty to sit on using junk/construction	Design and build a great wall of china/ Indian palace. What shapes are best?	Can you design boats or bridges for the gingerbread man to get across the water safely and escape the fox?	Making construction towers as tall as me- best shapes and surfaces for the job. Can we make it stronger? Can we make it more stable?	Make a plan of an outside obstacle course What will you use? How will you move etc?	Make a chair/bed/something for the three bears
Cooking Egg sandwiches collaboratively, sharing resources and ideas		Creating a healthy biscuit sharing resources and ideas			Make a sandwich for the bears picnic
Make a small world obstacle courses for a mini me. What would you change?	Cooking collaboratively Cooking Curry/Noodles sharing resources and ideas				

**Continuous provision across the year:-**

- Children can self-select from a range of tools and materials in the continuous provision both inside and outside-obstacle course, construction bricks and kits inside and outside, mud kitchen preparing and cooking recipes, Loose parts/inside and outside, junk modelling and Sewing and threading
- Children learn by experimenting with tools such as scissors, staplers and hole punches. They make use of fixing and joining materials such as sellotape, masking tape, string, pipe cleaners and glue.
- Through questioning children are encouraged to talk about what they like about their work and other children's designs and how they would improve it.
- Help to design and make small worlds in line with topic.

	Year 1			Year 2	
	Spring 1	Spring 2	Summer 2	Autumn 2	Summer 2
Topic	DT – Space station	DT – Moving pictures	DT – design a healthy breakfast	DT – moving vehicle	DT – Family shield fabric pictures
NC focus	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>➤ design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>➤ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <b>Make</b></li> <li>➤ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>➤ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>➤ explore and evaluate a range of existing products</li> <li>➤ evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>➤ build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>➤ explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</li> </ul>				
Target Tracker objectives	<ul style="list-style-type: none"> <li>• <u>Processes</u></li> <li>• Use pictures and words to describe what he/she wants to do.</li> <li>• Use a range of simple tools to cut, join and combine materials and components safely</li> <li>• Select from and use a range of tools and equipment to perform practical tasks</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks</li> <li>• equipment to perform practical tasks e.g. cutting, shaping, joining and finishing</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Processes</u></li> <li>• Create simple designs for a product</li> <li>• Ask simple questions about existing products and those that he/she has made.</li> </ul> <p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> <li>• Talk about what he/she eats at home and begin to discuss what healthy foods are</li> <li>• Say where some food comes from and give examples of food that is grown.</li> <li>• Use simple tools with help to prepare food safely.</li> <li>• Understand that all food has to be farmed, grown or caught</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Processes</u></li> <li>• Design purposeful, functional, appealing products for himself/herself and other users based on design criteria.</li> <li>• Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mockups and, where appropriate, information and communication technology</li> <li>• Choose appropriate tools, equipment, techniques and materials from a wide range</li> <li>• Safely measure, mark out, cut and shape materials and components using a range of tools</li> <li>• Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable</li> <li>• Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Fabric and textiles</u></li> <li>• Design purposeful, functional, appealing products for himself/herself and other users based on design criteria.</li> <li>• Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• Choose appropriate tools, equipment, techniques and materials from a wide range</li> <li>• Evaluate and assess existing products and those that he/she has made using design criteria</li> </ul>

Design	Talk about what criteria a space station must have	Decide on which picture to use create and which parts will move Vocabulary-choose, try out ideas, discuss, drawing, list, slider, hinge, movement	Using popular choices of fruit choose some to design own breakfast pot	Decide on way of attaching wheels What materials will you use? What does it need to do its job? Draw or write their ideas	Design a family shield using different materials
Make	Make flaps using different materials and joining in different ways	Using their design make a moving picture Vocabulary; join, fix, plan, scissors, hole punch, split pin, slider,	Make layered fruit yoghurt pot	Use plan to create model from chosen materials	Use design to create your shield
Evaluate	What makes the best material	Check their pictures against design criteria and how it matched and think about ways to improve it	How did it taste? Did it have yoghurt/fruit etc? Does it make you want to eat it? What happened what would you do next time?	Check their models against design criteria and how it matched and think about ways to improve it	How did it go? What would you do differently next time?
Technical knowledge	Understand how to fold and attach a flap to a model.	Understand -What is a slider, hinge, lever.	Why yoghurt is healthy? What food is part of 5 a day? Fruit names etc	What is a wheel axle and chassis? How to attach wheels to axles? What does a vehicle need?	Using a glue gun safely How to join in different ways